

	Teacher: Jennifer Bien Semester	Subject: HBSE, Deaf Education	Date: Spring	
	Teaching Speech, Language, and Listening Skills to Individuals who are Deaf and Hard-of-Hearing			
Essential Questions	Content	Skills	Activities	Assessments
1. What is the relationship between the physics of sound and anatomy of the hearing mechanism to deaf education?  2. How can knowledge of hearing loss, audiometric testing, and amplification methods improve our instruction?  3. How can knowledge of phonology and phonetics improve my teaching of the deaf and hard of hearing?  4. What, if any, are the cultural and philosophical conflicts related to teaching speech and language to the deaf and hard of hearing?	1. A. CONCEPT: The physics of sound underlies spoken language development. Terms: dimensions of sound, complex sound, Fourier Analysis, Brownian motion, fundamental frequency, harmonics, wave, frequency  B. CONCEPT: Understanding anatomy of the hearing and vocal mechanism is the precursor to understanding degrees of hearing, speech instruction, and amplification devices. Terms: structures and functions of middle and inner ear  2. A. CONCEPT: Knowledge of types and degrees of hearing loss informs instructional practice. Terms: conductive, sensorineural, mild/moderate/severe/ profound  B. Concept: Audiometric testing is the precursor to hearing classification, which informs our instructional practices. Terms: speech discrimination scores, acoustical immitance audiometry, otoacoustic emissions, auditory brainstem response, audiogram  C. Concept: Knowledge of auditory amplification is key to classroom performance and instructional practices. Terms: hearing aids, cochlear implants, bone conductors  3. Concept: Speech reports often include International	1. a. Explain and define the terms related to the physics of sound. b. Explain and define the terms related to the anatomy of the hearing and vocal mechanism. 2. a. Demonstrate working knowledge of types and degrees of hearing loss b. Evaluate and describe audiometric testing in order to inform practice. c. Administer assessments and write progress reports to guide curriculum and teaching practices. d. Maintain and describe amplification equipment to support speech, language, and listening development. 3. Read and record IPA to understand SLP and AuD reports in guiding instructional practice. 4. Evaluate educational approaches in order to meet student needs.	1. Define and explain terms, related to the physics of sound and anatomy of the hearing mechanism, in a way that is meaningful to you. 2. A. Fill-in and describe an audiogram based on a student’s information. B. Administer an assessment and write report to inform curriculum. 3. A. Throughout semester, complete IPA workbook activities culminating in paragraph transcription. B. Create a lesson plan based on paragraph transcription. 4. A. Explain methodologies based on your learning style. B. Class debate of methodologies as it relates to instructional practice.	<ul style="list-style-type: none"><li>• Ongoing class discussion and debate</li><li>• Review of terminology activity</li><li>• Review of workbook and IPA activities</li><li>• Review of audiogram</li><li>• Class creates online-guide to the teaching of speech, language, and listening of the deaf and hard-of-hearing</li></ul>

	<p>Phonetic Alphabet (IPA) and teachers must have working knowledge to communicate with Speech-Language Pathologists (SLPs) and Audiologists (AuDs). Terms: acoustic, auditory, articulatory, IPA</p> <p>4. Concept: Cultural versus Medical Model of Education informs our school and classroom teaching methodologies</p>			
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